

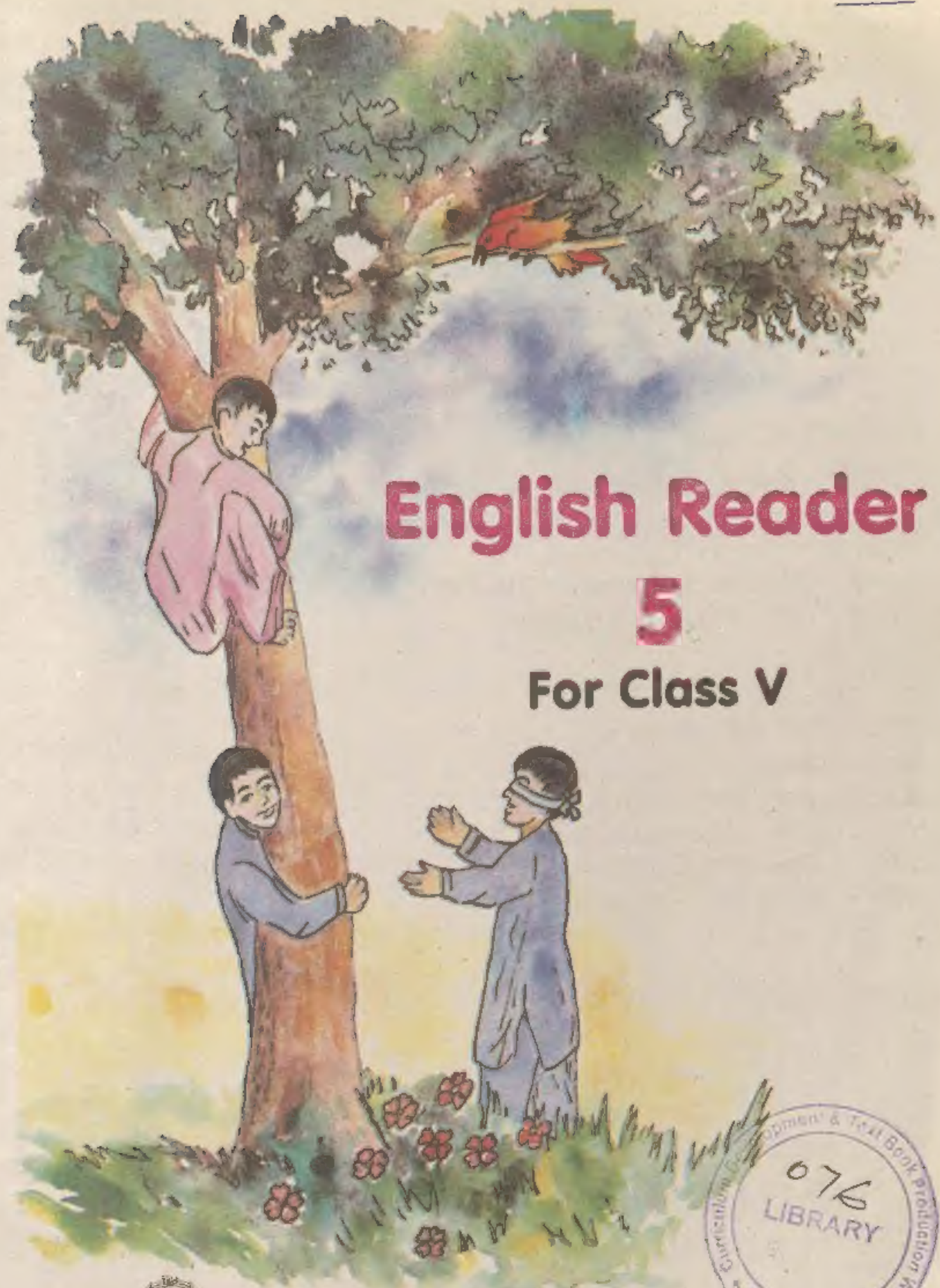
English Reader

5

For Class V



N W F P Textbook Board



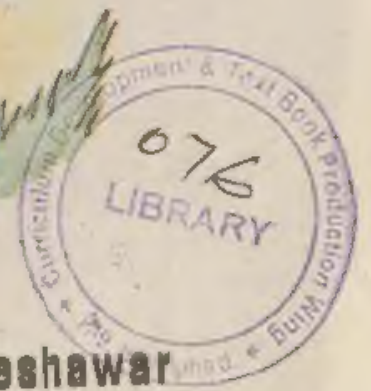
English Reader

5

For Class V



NWFP Textbook Board Peshawar



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1.1 After the Holidays

Oral: Greetings

Asad: Hello, Samad! What did you do in the holidays?

Samad: I played a lot of cricket. What did you do?

Asad: I went to Abbottabad to visit my grandmother.

Samad: Oh, what a fun! Did you see the Ilyasi Mosque?

Asad: Yes, I did. It is beautiful!



1.1 After the Holidays

Oral: Greetings

Yasmin: Hello, Saba! How were your holidays?

Saba: Great fun! I read a lot of stories. What about you?

Yasmin: I learned to make clay toys.

Saba: That's great! Please show them to me tomorrow.



Teacher's note: Encourage students to repeat the dialogue with each other. For practice change names places and activities in the dialogues. After enough practice ask pairs to come up and repeat the dialogue.

Memna was a soft, white, little lamb. One day, he wanted to drink some water, so he went to the nearby pond. Suddenly the big, bad wolf called Gurg, came along.

Gurg: What are you doing, Memna?

5Memna: I'm very thirsty so I'm drinking some water.

Gurg: This is my pond and my water. You're drinking my water.

Memna: No, it's everybody's pond and everybody's water.

Gurg: No, no! It's all mine. I'll punish you for drinking from my pond. I'll come back to eat you in the evening.



10 Poor Memna felt very upset and frightened. He was sitting on his doorstep and crying. The fluffy, black cat Mano passed by.

Mano: Why are you crying, Memna?

Memna: The big, bad wolf is angry with me. He's coming to eat me in the evening.

16 **Mano:** Don't worry, I'll help you.

Mano went inside and sat on the table.



20



Memna kept on crying. The fat, black dog, Moti, passed by.

Moti: Why are you crying, Memna?

Memna: The big, bad wolf is angry with me. He'll come to eat me in the evening.

Moti: Don't be upset. I'll help you. He went inside and hid behind the door.

25

Memna was still crying. Aspa, the big, brown mare, passed by.

Aspa: Why are you crying, Memna?

30 **Memna:** The big, bad wolf is coming to eat me in the evening.

Aspa: Don't cry. I'll help you.

She went and stood near the pond.



In the evening, Gurg came to Memna's house.

35 **Gurg:** Ha! Ha! Ha! Where are you, Memna? I've come to eat you.
He went past the table and Mano scratched his face. He ran to the door and Moti bit him on the ear.



1.2 I'll Help You Reading comprehension

He ran outside and Aspa gave him a big kick. Guig fell into the pond and drowned.



40 Memna came out from behind the bushes.

Memna: Thank you, Mano, Moti and Aspa. Thank you very much!

Mano: My pleasure.

Moti: Don't mention it.

45 **Aspa:** That's all right.

So Memna, Mano, Moti and Aspa all lived happily ever after. They drank from the pond whenever they were thirsty.

1.2 I'll Help You

Exercises

Exercise 1: Read the text and write down the names of all the characters in the story.

Exercise 2: Read the text and fill in the blanks:

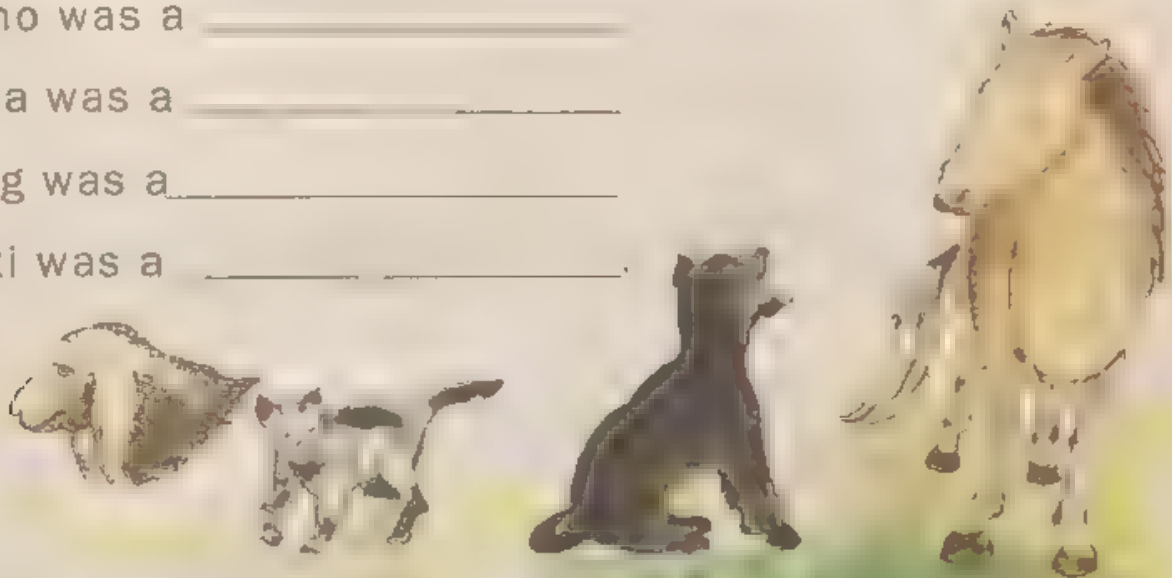
Example: Memna was a **soft, white lamb**.

Mano was a _____

Aspa was a _____

Gurg was a _____

Moti was a _____



Exercise 3: Read the text carefully and write down who said these words:

Example: No, no! It's all mine. Gurg, the big, bad wolf.

1. Don't be upset. I'll help you. _____

2. Don't cry. I'll help you. _____

3. Don't worry. I'll help you. _____

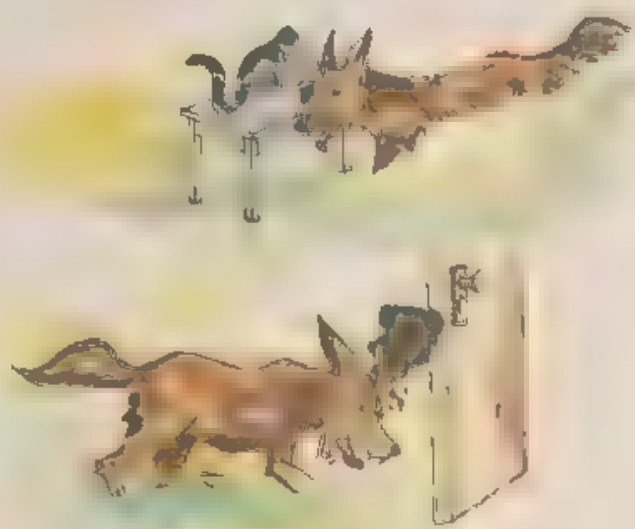
4. The big, bad wolf is coming to eat me. _____

5. I want to eat you. _____

Exercise 4: Read the text and put a tick (✓) mark for a true statement and a cross (x) for a false one.

Example: Gurg was crying.
 Memna was a big, black cat.
 Memna drank some water.
 Aspa scratched Gurg's face.
 Moti bit Gurg's leg.
 Mano drowned in the pond.

X



Exercise 5: What do the following words refer to in the text?

- Example: In line 1, 'he' refers to Mamna
- In line 6, 'My' refers to.....
- In line 9, 'You' refers to
- In line 25, 'He' refers to....
- In line 37, 'Him' refers to

1.2 I'll Help You

Exercises

Exercise 6: Write complete sentences by looking at the pictures in the story and using the words given below:

drinking hiding standing sitting

Example: 1. Memna is *sitting* on the doorstep.

2.
3.
4.
5.



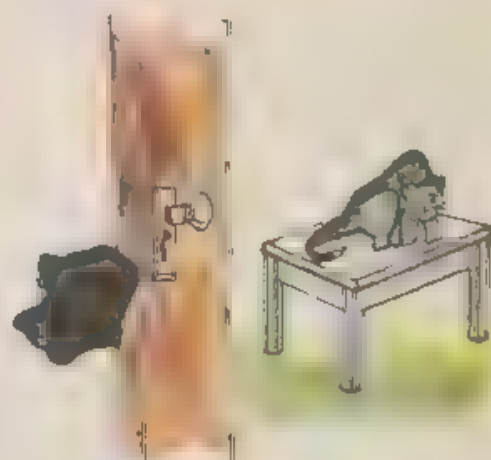
Exercise 7: Do you know that:

It + is = It's

they + will = they'll

Now match the words in the columns below.

It will	I'll
I am	don't
that is	I've
I will	we'll
do not	he's
I have	it'll
we will	you're
he is	I'm
you are	that's



1.3 Making a Bed-sheet Present Continuous

Zeenat: Hello, Seema! What are you doing?

Seema: I'm helping my grandmother to make a bed-sheet.

Zeenat: How do you do that?

Seema: First we gather pieces of different colours of cloth. Then we cut the pieces of cloth. See, grandmother is cutting some.

Zeenat: Yes, she's cutting them in different shapes.

Seema: And mummy is stitching the pieces together.

Zeenat: Oh, this looks pretty.





Exercise 2: What are these people doing?

dig drink sit carry
play reap cook

Example: Two men **are reaping** the crop.

The farmer	a bundle of sticks.
Two boys	the ground.
An old man	water.
The children	under a tree.
A woman	food.
Some women	on the cart.

1.3 Word Pairs

Exercise

Exercise 3: Match the number in the outer circle with the number in the inner circle and find out what each child is doing. Then write sentences about each child and his or her activity.

Example:

Number 7 in the inner circle is Jamila.

Number 7 in the outer circle is skipping.

Sentence: Jamila is skipping.





Exercise 4: Now write five sentences about what is happening in the class.

Example: The teacher is pointing at the blackboard.

Uzma is talking to Zubaida.

1.3 On the farm

Word order



The first two women are sitting on the ground and talking to each other. They are talking about what is happening on the farm.



Exercise 5: In the example given below see how the words are arranged to form a sentence. Notice the use of "the" before the names of things and places. Also notice that the first word in sentence begins with a capital letter and the sentence ends with a full stop.

Example: field running the across cow is the

The cow is running across the field.

Now re-arrange the words given below into meaningful sentences. Remember that a sentence begins with a capital letter and ends with a full stop.

1. is cow chasing boy the
2. climbing boy is the tree a
3. women are tree sitting the under the
4. crop is The farmer reaping the
5. the flying birds sky the in are

Teacher note: The exercise is given to the students to understand the correct order of words. This is a common difficulty for K.K. class students. We can make many more such sentences by ourselves, taking them from any text. See the end of the book cover for more interesting soft exercises.

1.4 Helping chicks

Guided writing

**Look at these pictures and give names to the children.
Then write a story about the children and their mother.
Begin like this:**

X and Y lived in a village with their mother. Every day (use picture 1 to 2 for ideas).

One day when they were playing under the tree (use picture 4 to 8 for ideas).



Words in a dictionary are in ABC order. This is called alphabetical order. To put words into alphabetical order you sometimes need to look at the second or third letter as well as the first.

Read the text 'I'll Help You' in section 1.2 and copy the words beginning with the letter M or m.

Now place the words in alphabetical order in the blanks provided below. The first word has been done for you.

1. **Mano**

2. . .

3.

4.

5.

6.

7.

8.

1.5 Kangaroo words

Study skills

Exercise 1: Vocabulary: Make as many words as you can with the word:

goats

Example: goat, go, at, tag, to,



Exercise 2: Dictionary skills: Put the words in alphabetical order.

Example: a, ago, as, at, gas, goat, got, sat, tag, to

Exercise 3: Writing: Use as many of these words as you can in sentences.

Example:

1. I go to school every day.
2. I go to school at seven o'clock.
3. I got a name tag at school today.
4. I sat with my friend in the school bus yesterday.

for similar exercises to those given above

1.5 Kangaroo words

Study skills

Now do the same exercise with
the word:

kitchen



1.6 A language game

Irregular verbs

Exercise: Some words change when we talk of past events.

Example: **do** changes into **did**

go changes into **went**

see changes into **saw**

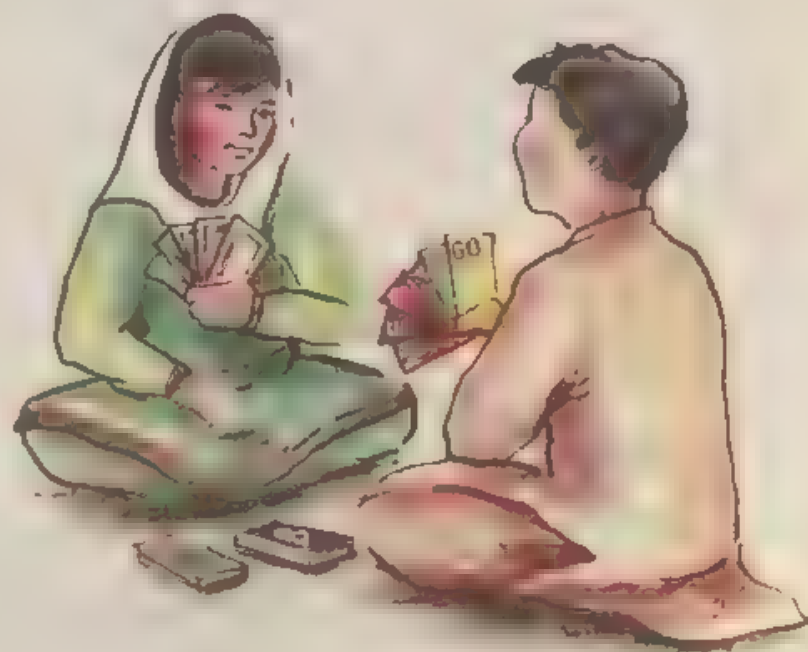
To play the game you need to match pack A cards with pack B cards:

Pack A

go
come
feel
hide
keep
run
bite
give
fall
drink
see
sit

Pack B

felt
drank
gave
sat
bit
fell
saw
ran
came
kept
hid
went



Teacher's note: This is a set, game that can be played wherever the children learn irregular verbs. Ask the children to make flash cards with these words on any blank paper. From pack A select 12 cards, and from pack B select 12 cards. Divide the class into two groups of 12. Ask the group leaders to hold up pack A and mix the group members and to mix the cards in pack B. The players find a word card that matches one of the cards they are kept. If not, they must put it back. The player who first shows her cards first is the winner.

1.6 The Parrot

Poem

I have a parrot.
His name is Mian Mithu.
He's green in colour
And has a red beak.
He likes eating guava and chilli.
And when I am bored
He sings to me
'Te te te te te'
And when I go to bed
I listen to Mian Mithu
And go into a deep, deep sleep.
I like my Mithu singing to me.

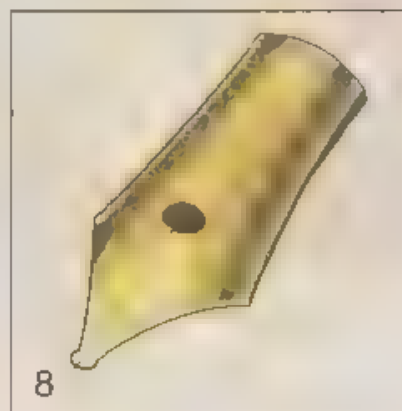
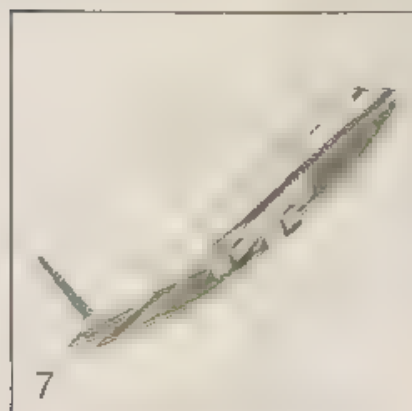
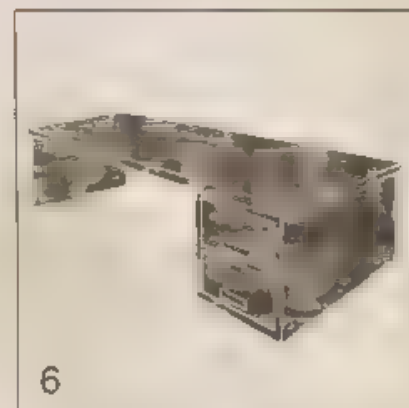
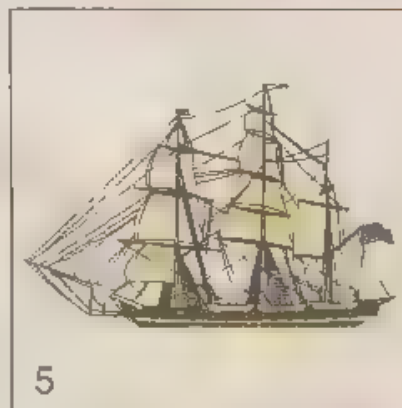
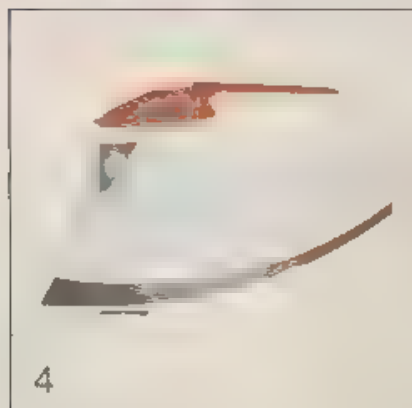
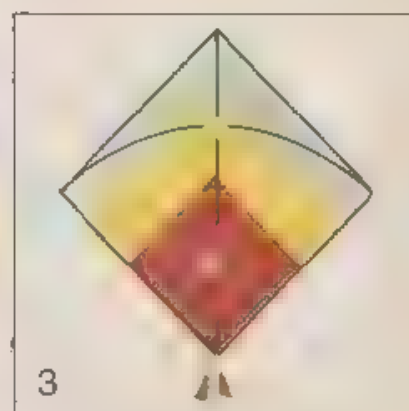
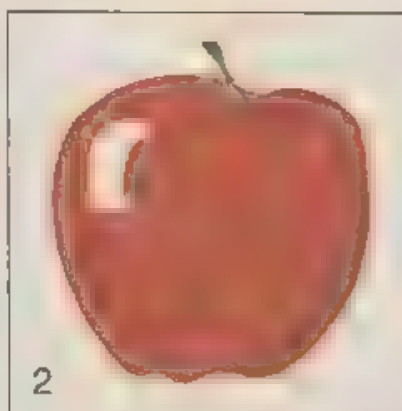


Teacher's note: This is a simple story for asking students to write a poem about a parrot. Get them to colour the picture and talk about it.

1.6 Country quiz

Fun

Exercise 1: Write the names of the objects in the pictures below.



Exercise 2: Arrange the first letter of each object to get the name of a country

--	--	--	--	--	--	--	--

1.6 Tongue twister

Fun

She sells seashells by the seashore.



Teacher's note: Tongue twisters are fun for children. They are also a challenge for them. Our children in Pakistan like to earn money by selling seashells. We can use this as a competition, as well as fun. Encourage children to earn the tongue twister by heart. Then ask them to say it aloud without making a mistake. Next, ask them to increase the speed each time they say it, trying to say it as fast as they can without making any mistake.

2.1 At the Shop

Oral: Asking for things



Safia: I want to buy a story book.

Maria: I want to buy a colour box.

Safia: Let's go to the shop.

Shopkeeper: Can I help you?

Safia: Yes, please. May I have that English story book.

Shopkeeper: Here you are. This one costs twenty rupees. What about you?

Maria: Can I have that big colour box?

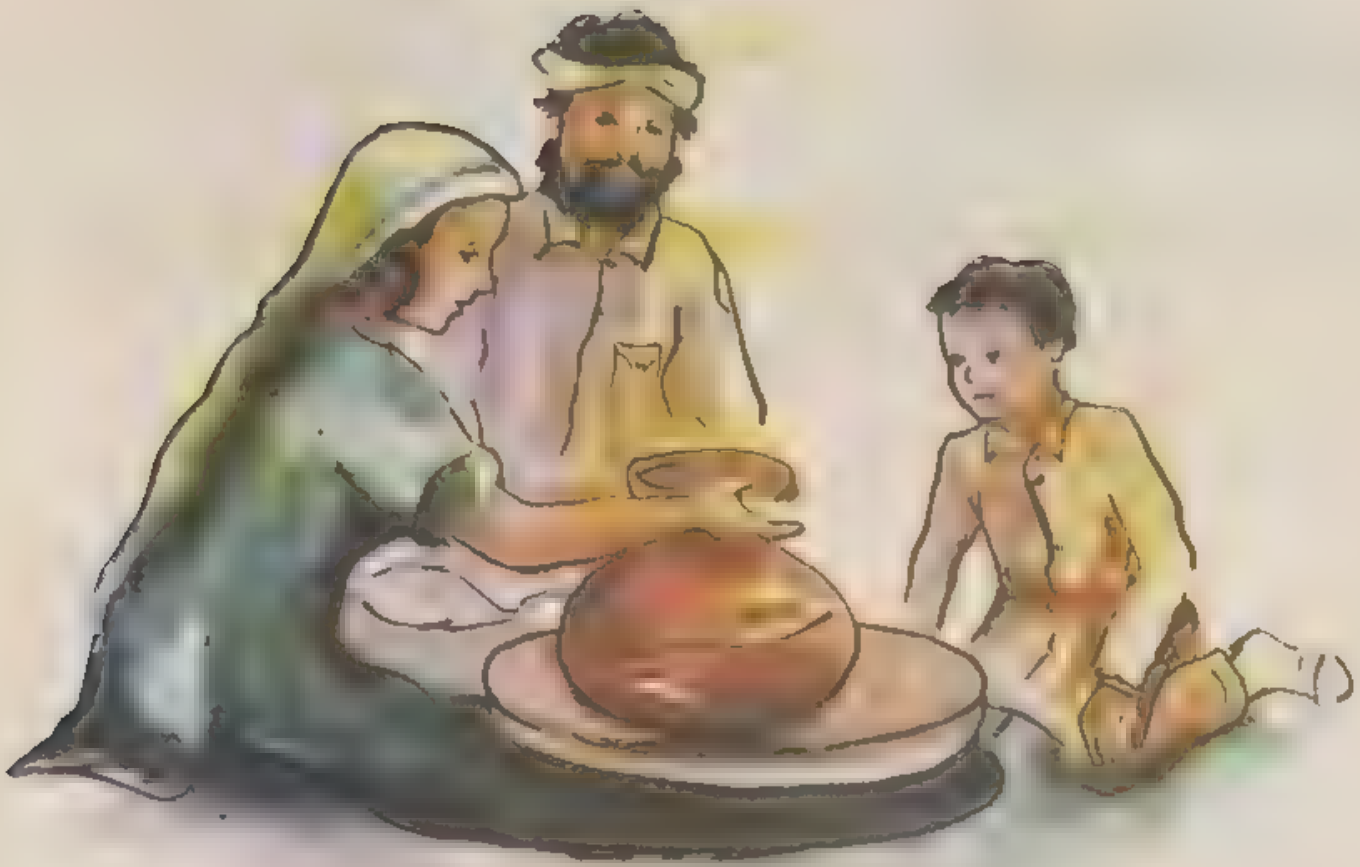
Shopkeeper: This is also for twenty rupees.

Maria: Thank you. Here's the money.

Safia: Here are twenty rupees for the story book.

Teacher's note: Set up a shop with books, pencils, paper, boxes and any other items that the children have got. First practice the dialogue as it is, then change the names and objects and prices. Encourage the students to role play as shopkeeper and customers.

2.2 Pottery Making Reading comprehension



My aunt Sakina and uncle Jamal are potters. One day, I went to visit them.

Aunt Sakina was shaping a pot on the potters' wheel. She pushed the wheel. It went round and round. While the wheel was moving round, she shaped the pot with both hands. How smooth and lovely was her movement!

2.2 Pottery Making Reading comprehension

Some pots were drying out in the sun. My cousin Zeenat was sitting under the mulberry tree nearby. She was making patterns on a pitcher with a pointed brush.

10 She said, "Hello Afzal, I'll come and play with you in a while. I have to make the pattern before this pitcher is dry."



My cousin Saleh said, "I want to play with you also. But I must finish colouring this bowl first."

15 Uncle Jamal said, "Okay, I'll take Afzal to see our kiln in the meantime." The kiln was outside. It was about 3 meters high and 6 meters wide. A little smoke was coming out from the kiln. Uncle Jamal said, "Afzal, do not go near. The kiln is very hot." I said, "What's inside?"

2.2 Pottery Making Reading comprehension



20 Uncle Jamal replied, "The pots are baking inside. They'll bake for three days. Then we'll take them to the market."

We were standing near the kiln when I saw Alam. He was coming towards us with his donkeys.

I asked Uncle Jamal, "What is Alam bringing?"

25 He said, "Alam is bringing some clay. Tomorrow I'll make some paste with the clay and then your aunt will use the paste to make some toys".

Teacher's Note: Ask your students to look for regular and irregular verbs and add them to your pack of cards as in Unit 1, page 21 and then replay the game.

2.2 Pottery Making

Exercises

Exercise 1: Read the text and write down all the words beginning with capital letters.

Example: In line 1, My, Sakina, Jamal, One and I, begin with capital letters.

Exercise 2: Read the text and match column A with B.

A	B
Afzal	was making patterns with the pointed brush.
Aunt Sakina	went to visit his aunt and uncle
Zeenat	was coming with the donkey.
Saleh	was painting a bowl.
Alam	was shaping a pot on the potters' wheel.

Exercise 3: Read the text and complete the sentences to show how Uncle Jamal and his family made pottery.

Example: First Alam brought some clay on the donkey cart.

Then Uncle Jamal made some

Next Aunt Sakina shaped the

After that she put the pots in the

And then Zeenat made some

Then Saleh coloured....

Finally, Uncle Jamal put..



2.2 Pottery Making

Exercises

Exercise 4: What things are needed to do the following?

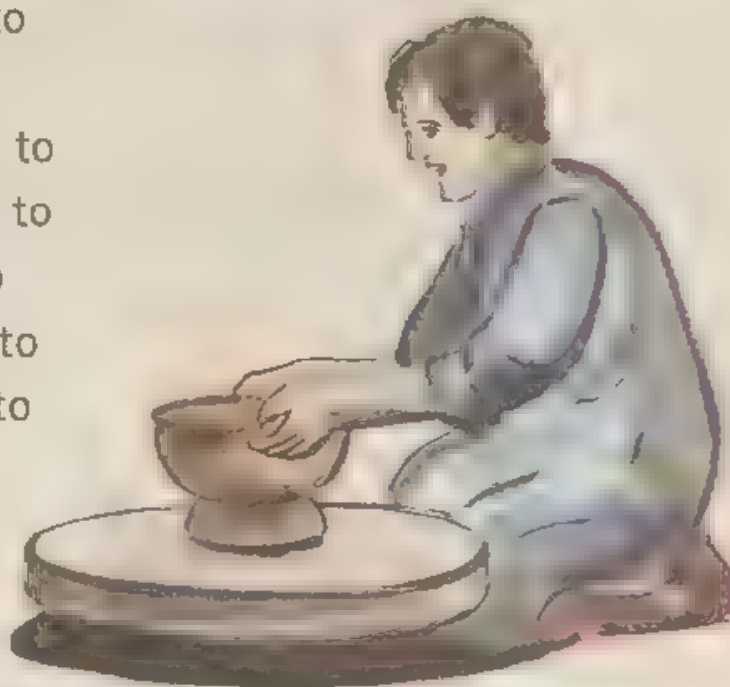
Example: To bring clay you need a donkey cart.

1. To make the paste
2. To shape the pots
3. To draw patterns
4. To bake the pots
5. To make the patterns look colourful

Exercise 5: What do the following words refer to in the text?

Example: In line 3, 'She' refers to Aunt Sakina.

1. In line 5, 'She' refers to
2. In line 7, 'My' refers to
3. In line 10, 'She' refers to
4. In line 12, 'You' refers to
5. In line 15, 'It' refers to
6. In line 21, 'We' refers to
7. In line 22, 'He' refers to



Teacher's note The answers are given on the inside back cover

2.3 Robbers! Thieves!

Past Continuous



Yasir woke up in the middle of the night. He heard some noise in the kitchen. Someone was walking about in there. In fact, three or four people were creeping about in different parts of the house. Someone was opening the cupboard in Mummy's bedroom. Another was saying "Hush! Be quiet!" Yasir got up slowly and looked out of the window. One man was standing near the door while another man was putting some things in a car. Yasir picked up his shoes and threw one at the car. He threw another at his parent's window. The robbers were so afraid that they ran away.

2.3 Robbers! Thieves!

Structure Practice

Exercise 1: Read the text and put a ✓ for the correct statement or a ✗ for an incorrect statement in the box provided.

Example: Someone was running about in the kitchen.

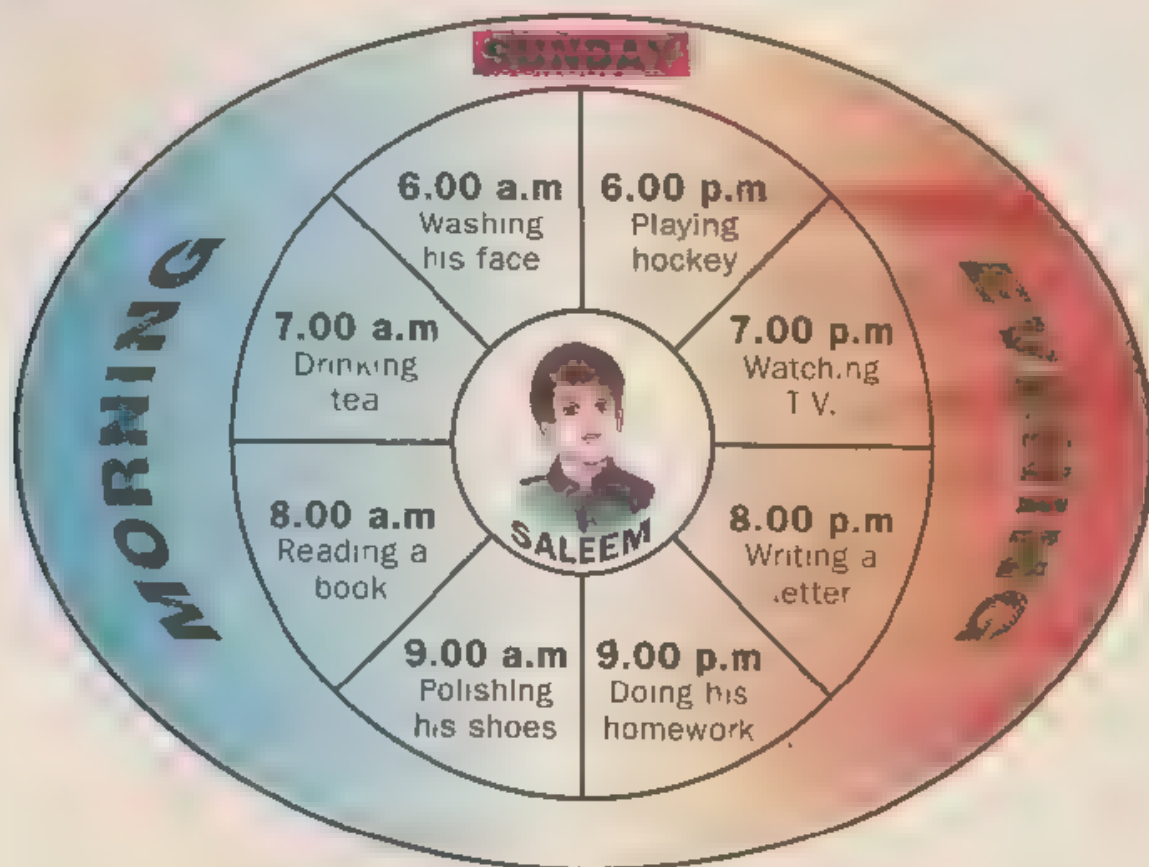
Someone was walking about in the kitchen.

1. Four people were sitting in different parts of the house.
2. One man was closing the cupboard in Mummy's bedroom.
3. Another was shouting 'Hush! Be quiet!'
4. One man was sleeping near the door.
5. Another man was putting some things in a car.

✗
✓

Exercise 2: What was Saleem doing last Sunday? Look at the diagram and write out a sentence for each time given.

Example: At 6:00 a.m. he was washing his face.



2.3 What were you doing? Structure Practice

Exercise 3: Answer the following questions using the words given in brackets. As an example the first one has been done for you.

Question: What were you doing at 8:00, 10:00 and 11:00 o'clock yesterday morning?

Answer 1: I was going to school at 8:00 o'clock. (go to school)

Answer 2: _____ 10:00 o'clock. (sit in my classroom)

Answer 3: _____ (do my work)

Question: What was your mother doing at 12:30, 1:00 and 2:00 o'clock yesterday afternoon?

Answer 4: (cook food)

Answer 5: (wash dishes)

Answer 6: (sleep)

Question: What was your father doing at 5:00, 6:00 and 7:00 o'clock yesterday evening?

Answer 7: (work in the fields)

Answer 8: (walk home)

Answer 9: (have dinner)

Exercise 4: Further practice:

Ask your friend what he/she was doing at 9:00 o'clock yesterday morning.

Ask your friend what he/she was doing at 3:00 o'clock yesterday afternoon.

Ask your friend what he/she was doing at 7:00 o'clock yesterday evening.



Exercise 5: Re-arrange the words given below to form correct sentences. Remember to use capital letters, full stops and commas.

Example: house was something everyone the doing in
Everyone in the house was doing something.

1. potatoes asma and onions was tomatoes cutting
2. washing mother cups was plates some and spoons
3. rani doll was with playinga.
4. putting and erasers masood pencils bag in book was his
5. bananas yasmin eating biscuits was toffees and

2.4 Two friends

Guided writing

Exercise 1: Give names to the children in these pictures and complete the story. Begin like this: X and Y were next door neighbours. They were also good friends.

Now write about what happened one day. Write a few lines about each picture starting each sentence on a new line.



Exercise 2: Write three things which make your mother unhappy.

Exercise 3: Write three things which make your mother happy.

2.5 Study skills

Letters

There are fourteen words beginning with the letter 'S' in the text 'Pottery making' in unit 2.2. Read the text and circle the words that begin with 'S'.

Write these words in alphabetical order on the snake below. Don't forget to look at the second and third letters to put the words in the correct order.



2.6 I did not eat Your Ice-cream

Poem

I did not eat your ice-cream,
I did not take your socks,
I did not stuff your lunch box
With rubber bands and rocks

I did not hide your sweater,
I did not dent your bike,
It must have been my sister,
We look a lot alike.



Tongue Twister

Double bubble gum bubbles double bubbles.

2.6 Find the word

Fun

1. Find these words in the square given below:

collect sing write pain swim .
paint skip read sing run



S	K	I	P	A	B	C	D	E	W
F	G	R	U	N	H	I	J	E	K
L	M	N	O	P	Y	Q	S	R	S
P	T	U	U	A	W	W	X	Y	S
A	Z	A	L	B	C	R	D	E	W
I	F	P	G	H	I	I	J	K	I
N	L	M	N	O	P	T	Q	R	M
T	S	C	O	L	L	E	C	T	T
U	V	W	X	Y	Z	R	E	A	D
A	B	C	S	I	N	G	D	E	F

2. Now arrange the words in alphabetical order.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

3.1 Making a Mask Oral: Asking for information



Hamid: What are you doing?

Seema: I am making a mask.

Hamid: Can I make one?

Seema: Oh, yes! You can. It's very easy.

Take a piece of card-paper and make two holes for your eyes. Fix two rubber bands on the sides to go round your ears.

Hamid: Can I colour it now?

Seema: Why not? You can paint the mask as you like. Make animals, funny faces or monster.



Teacher's role: Ask the students to make masks in class and encourage them to speak English. Play a game of 'Guess Who?' by asking three students to go out of the room. One of them put on the mask and comes back into the class. The students have to guess the name of the child wearing the mask.

3.2 Zohra: A true story

Reading

This is a true story of a little girl called Zohra. She wants to be a teacher when she grows up.

Zohra was born in a small village near Bannu. When she was five years old she started going to school with her brother Mateen. She loved her school. She learnt to read and write. Her books told her about the sun, its light and heat. She also learnt about many insects, butterflies, birds and animals. She wanted to read more and more.

One day, her teacher told her about Hazarat Rifa'ida and Florence Nightingale. Zohra said, "I want to be like them. I want to help people".

Zohra worked hard. She stood first in class 5. Her small village had only a primary school. After class 5 all the boys went to the Boys Middle School in the nearby village.

Zohra said to her mother, "I want to go to Middle School, too. I want to study more."

Zohra's father and mother went to the Middle School and said to the headmaster, "Zohra is good at her studies. Please, let her study in your school."



3.2 Zohra: A true story

Reading

20 The headmaster was a kind man. He said, 'All right, Zohra can come with Mateen and study in the school.'

25 So Zohra was very happy. Every day she walked two miles with her brother to go to the Middle School.



30 The villagers did not like Zohra going to the boys' school. They said, 'Zohra must stay at home with her mother'. But Zohra's mother and father replied, 'No. She will go to school. She wants to be a teacher.'

The villagers were angry. They said, 'She must not cross our
35 village streets, because when our daughters see her, they will also want to go to school.'

Poor Zohra and Mateen! Now they had to take a longer route to the Middle School. They had to walk four hours to school to avoid the angry villagers.

40 Zohra worked very hard now. She was alone in the boys' school. She could not play games. She had no one to talk to, but in the class she was very good. Her teachers were kind to her. Year after year she studied, and passed her Middle Standard Examination in grade A.

45 She continued her studies in a High School and then in a College in the town. Now Zohra has finished studying in a college. She will become a teacher soon.

Teacher's note: Ask your students to look for regular and irregular verbs and add them to your pack of cards as per Unit 5 page 21 and then replay the game

3.2 Zohra: A true story

Exercise

Exercise 1: Read the story and circle the names of all the people and places mentioned in the text.

Exercise 2: Read the text and tick the correct meaning of the words given below:

Example: **alone** in line 40 means: sad, lonely, without friends.

1. In line 1, **true** means: nice, real, interesting.
2. In line 12, **worked** means: studied, helped, washed.
3. In line 22, **All right** means: okay, maybe, sometimes.
4. In line 34, **cross** means: go round, go through, pass by.
5. In line 37, **route** means: way, place, time.

Exercise 3: What do the following words refer to in the text?

Example: In line 26, **she** refers to Zohra

- | | |
|--|--------------------------------------|
| 1. In line 4, her refers to | 6. In line 30, They refers to |
| 2. In line 6, its refers to | 7. In line 34, our refers to |
| 3. In line 7, She refers to | 8. In line 37, they refers to |
| 4. In line 19, your refers to | 9. In line 42, Her refers to |
| 5. In line 21, a kind man refers to | 10. In line 47, She refers to |

3.2 Zohra: A true story

Exercise

Exercise 4: Read the text and re-write sentences with the correct information.

Example: Zohra wants to be an engineer. (Incorrect)

Zohra wants to be a teacher (Correct)

1. She was born in a big town.
2. She started going to school when she was seven.
3. She didn't like her school.
4. One day her teacher told her about Fatimah J'nnah and Razia Sultana.
5. Zohra said, "I want to be like them. I want to rule my people."
6. Zohra did not work hard in her school but her mother wanted her to go to Middle School.
7. The Headmaster said, "Zohra is not good at her studies but she can come to school with her brother."
8. The villagers were very happy. They wanted to send their daughters to school also.
9. Zohra and her brother walked six hours to go to school every day.
10. Zohra did not study hard in the school so home.



Samad went to Peshawar to visit his cousin Ahmad. Ahmed lived in a flat on the first floor. In the evening Samad and Ahmed stood on the balcony and looked at the traffic on the road below. There were all sorts of carts and cars and buses on the road.

Samad: Look at the horse cart. It is bigger than the donkey cart.

Ahmed: Yes. That is because the horse is taller than the donkey.

Samad: And the horse cart is also moving faster than the donkey cart.

Ahmed: Carts are never fast. I like racing cars because they are smaller and faster than buses.

Samad: I also like racing cars but they cost a lot of money.

Ahmed: Yes, they do. But bicycles are cheaper so I will buy a bicycle first.

Perhaps I will have a car of my own one day.

3.3 Comparatives

Structure practice

Exercise 1: Read the text and answer the following questions.

Example: Which is taller, the donkey or the horse?

The horse is taller than the donkey.

Which is bigger, a horse cart or a donkey cart?

Which moves slower, a horse cart or a donkey cart?

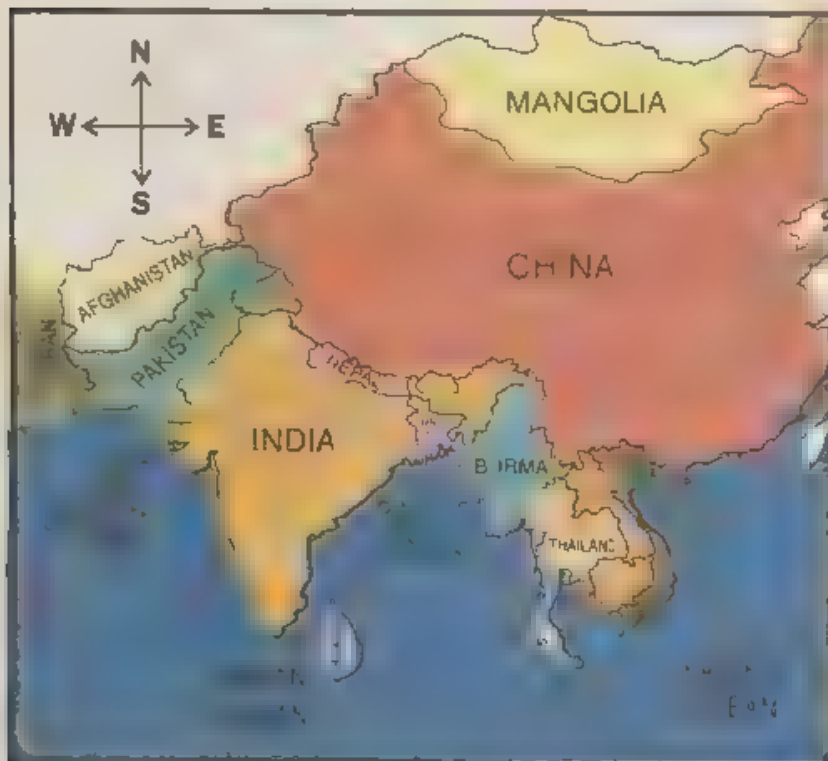
Which is smaller, a bus or a racing car?

Which moves faster, a bus or a racing car?

Which is cheaper, a racing car or a bicycle?

Exercise 2: Look at the facts below and make sentences with the words given, using the '-er' form.

Example: China is larger than India.



large	The Pacific Ocean
small	The Indian Ocean

long	The River Nile
short	The River Indus

high	The Mount Everest
low	The K-2

large	Pakistan
small	Afghanistan

large	China
small	Burma

3.3 Comparatives

Exercises

Exercise 3: In the dialogue given below fill in the blanks with the '-er' form of the words given below:

fresh long happy cheap green

Asad: Oh! I love spring. The grass is and everybody is happier.

Abid: I also love spring. The air is than in the summer.

Majid: But I love summer. The days are and the fruits I like are

Abid: My brother loves winter. The nights are and he can sleep for ten hours.



Exercise 4: Look for someone in your class who is taller, shorter, older, or younger than you and write four complete sentences.

Example Saleem is taller than I am

3.3 What are they doing?

Word order

Exercise 5: Rearrange the words given below to form correct sentences. Remember that these sentences are questions. They all end with a '?' mark.

Example: doing the? are children what

What are the children doing?

1. little the what? eating is girl
2. going mother your? where is
3. book? This are why reading you
4. house are? my when coming to you
5. is brother why crying? your



3.4 My Little Brother

Creative writing

Exercise 1: Here is a poem by Seemi about her brother. Write a poem about your brother or sister.

My little brother Sallo
Has curly hair
And a naughty look
He takes away
My toys, books and pencils
And hides them under the bed.



3.4 Topic sentences

Creative writing

When you write a paragraph begin with a topic sentence. A good topic sentence has a controlling idea. The controlling idea gives the reader idea of what the paragraph is about.

Example: My school has two rooms. (The controlling idea is two rooms and the reader will know that you want to talk about these two rooms). **This is good example of a topic sentence.**

Example: My school is small. (There is no controlling idea and the reader will not know what you want to talk about). **This is a bad example of a topic sentence.**

Here are some topic sentences. Underline the good one.

1. a. I like my parrot Mian Mithu for two reasons.
b. I like my parrot Mian Mithu very much.
2. a. Last weekend I went out.
b. Last weekend I went for a picnic.
3. a. My uncle gave me a beautiful school bag.
b. My uncle gave me a present.
4. a. It is easy to make a mask.
b. There are seven steps in making a clay mask.
5. a. I went to the zoo.
b. I saw many kinds of birds and animals in the zoo.



Teacher's note The answers are given on the inside of back cover

3.5 I can see

Vocabulary

Exercise 1: Look at the things in the tree and write their names.

Exercise 2: Make pairs by drawing lines to join them. One pair is made for you as an example.



pencil

lock

ink

spoon

door

bird

candle

shoe

table

cup

foot

nest

chair

box

fork

stand

saucer

ball

key

handle

pot

lace

3.5 Kangaroo words

Study skills

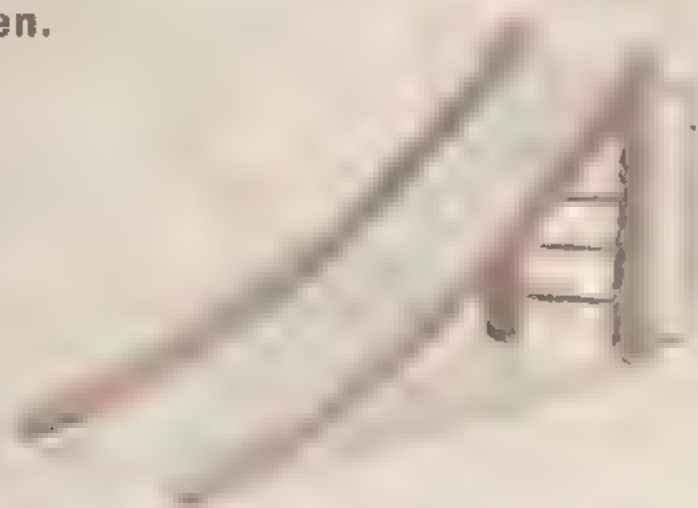
Exercise 3. Vocabulary: Make as many words as you can with the word:

elephant

Exercise 4: Dictionary Skills: Put the words in alphabetical order.

Exercise 5: Writing: Use as many of these words as you can in sentences.

Exercise 6: Fill the slide with things in the garden.



Exercise 7: Look at the pictures and write one sentence about what Tillu is doing.



student is performing

3.6 Spot the differences

Fun



A



B

Look at these two drawings carefully. There are twelve differences. Write down the differences in the space provided. The first one has been completed for you.

1. A rat on the' left foot in picture B.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

3.6 I Wish...

Poem

I am tired of being little,
I am sick of being thin,
I wish that I were giant size
With whiskers on my chin.



No one would dare to tease me
Or take away my toys,
For I would be much bigger
Than the biggest of the boys.
I'd never be afraid again.

If were ten foot three,
I wish that I were giant size
instead of small like me.

Tongue Twister

Did he say I said you said she said that?
Yes, he did. He said you said she said that.



4.1 In a Class-room

Oral

Teacher: Where's your book?

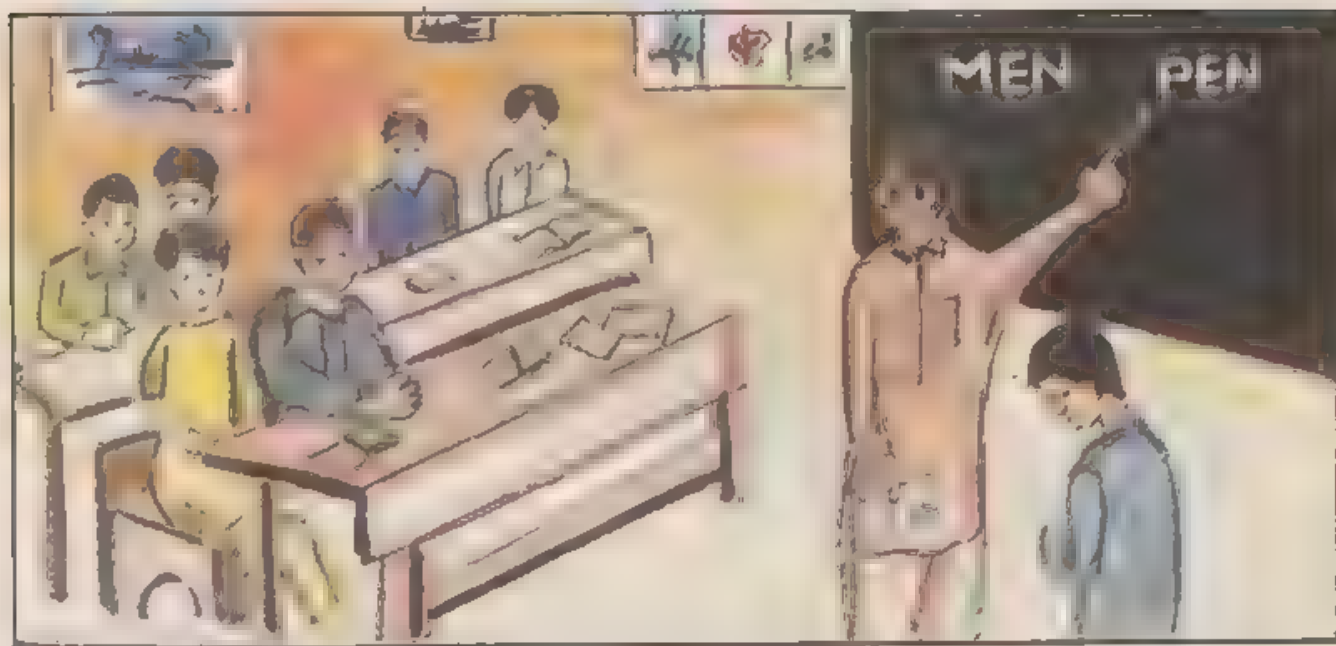
Student: I left it at home.

Teacher: Where's your notebook?

Student: I forgot to bring it.

Teacher: I am very angry with you.

Student: I'm really sorry. I won't do it again.



Looking for something

Student: I can't find my pencil! Where could it be?

Teacher: Look in your pencil case.

Student: No, it isn't there. Oh, where is my pencil?

Teacher: Look under your chair.

Student: Yes. Here it is! Thank God I found my pencil.



4.2 A Sad Story

Reading comprehension

The sad story of my peacock.

I used to have a pet peacock called Taoos. I loved him very much. My father said to me that peacocks are very useful because they eat the worms, snails, insects and other pests that spoil the crops. Our village has lots of large fields around and Taoos used to
5 wander in them all the time. In the evening he would come back home and dance beautifully.



One evening Taoos did not come home. I was worried about him and wanted to search for him. I thought someone had trapped him.
10 'Taoos might have found a friend', laughed my father. 'You see. Tomorrow he will come back with her!'

I did not sleep for a moment that night. As soon as it was morning we started searching for Taoos. I went to his favourite tree. He was not there. I went to the bushes near the pond.
15 He was not there. Then I went into the fields. I called 'Taoos, Taoos.' He did not come. Then I whistled but there was still no Taoos.

4.2 A Sad Story

Reading comprehension

A farmer was ploughing his field. What are you looking for? he asked. My pet peacock, Taoos', Saifullah said, 'did not come back last night. Have you seen him anywhere?'

'A peacock? I shot one last night because I like eating peacocks' he said. Was the peacock wearing a silver ring on his foot?'

I asked fearfully.

'Yes, he was' replied the farmer.

25 'On, my poor Taoos!' I started sobbing. 'He used to dance so beautifully. I cried and cried. My eyes were red. The farmer wanted to console me but I could not stop crying. Then the farmer said 'I am sorry little boy. I promise never to shoot a peacock again.

30 My Taoos was dead but at least other children's peacocks in my village were now safe. (Written by Saifullah)



4.2 A Sad Story

Exercises

Exercise 1: Read the text and find out how many times the word 'night' appears in the text.

Exercise 2: Read the text and match the words given below.

pet	creature harmful to plants
Snail	search
pest	go from place to place
spoil	crying
wander	favourite tame animal
look for	comfort in time of sorrow
trapped	small slimy animal without legs
	make unfit for use
sobbing	
console	caught



Exercise 3: What do these words refer to in the text?

- | | |
|-------------------------------------|-------------------------------------|
| 1. In line 1, I refers to | 7. In line 13, I refers to |
| 2. In line 2, they refers to | 8. In line 13, his refers to |
| 3. In line 5, them refers to | 9. In line 15, He refers to |
| 4. In line 5, he refers to | 10. In line 19, My refers to |
| 5. In line 7, him refers to | 11. In line 21, I refers to |
| 6. In line 11, her refers to | 12. In line 27, me refers to |

Teacher's note: The answers are given on inside back cover

4.2 A Sad Story

Exercise

Exercise 4: Who said what? Read the text and write down the names of the persons who made the following statements:

Example: 'Taoos, Taoos'. (Saifullah)

1. 'What are you looking for?'
2. 'He did not come back last night.'
3. 'Tomorrow he will come back with his peahen!'
4. 'I like eating peacock.'
5. 'Was the peacock wearing a silver ring on his foot?'
6. 'Yes, he was.'
7. 'Oh, my poor Taoos.'
8. 'I promise never to shoot a peacock again.'



4.2 A Sad Story

Exercise

Exercise 5: Read the text and write in the words that complete the story below

Saifullah was _____ years old. He loved his pet _____ Taoos very much. One _____ Taoos did not come _____. Saifullah did not sleep all night. In the morning he started looking _____. Taoos. He looked everywhere but could not _____ Taoos. He met a _____ and asked him. 'Have _____ seen my peacock anywhere? _____ was wearing a silver ring on his foot.'

The farmer said, 'Oh! _____ one last night because I _____ eating peacock.' Saifullah cried _____ and _____. Then the farmer said, 'I am _____ I _____ not to shoot a peacock ever again'.



4.3 When Grandma Was a Child

Used to

Jamila: Grandma, tell me about your childhood.

Grandma: Oh, I used to be very naughty.

Jamila: What did you do?

Grandma: I used to climb trees.

Jamila: What's wrong with that?

Grandma: My mother did not like it. She used to be angry with me.

Jamila: What else did you do?

Grandma: I used to waste a lot of water.

Jamila: How?

Grandma: I used to bathe the chicks.

Jamila: Why did you do that?

Grandma: Because they were always dirty.



Teacher's note. Read used to as use to'

Exercise 1: Read the text and fill in the box given below.

Jamila's grandmother	used to	be very naughty.
Jamila's grandmother	used to	
Jamila's grandmother	used to	
Jamila's grandmother	used to	

Exercise 2: Using the boxes above write four sentences about Jamila's grandmother.

Exercise 3: Write five things you used to do when you were in Class 2.

Example: When I was in Class 2, I used to collect feathers.



Exercise 4: Find out from your grandmother, grandfather and parents what they used to do when they were five years old. Then write ten sentences about them.

Example: My grandfather used to walk to school every day.



Exercise 1: Rewrite the following words in the proper order.

used live my years building ago in this fifty to grandparents
 My grandparents used to live in this building fifty years ago.

1. a ago live years village ten used we in to
2. teacher tree the under teach used the us to
3. field in grow used rice we this to
4. Karachi to they go year used to every
5. was swim used my to child when brother a he
6. Used horse was a my to young when ride sister she

Happiness is eating ice-cream on a hot day.

Happiness is swimming in a pond.

Happiness is hearing the cuckoo sing.

I was happy when Abba came home.

I was happy when I won a running race.

Exercise 2: What makes you happy? Write about things that make you happy.



4.4 Paragraph writing

Exercise

Exercise 2: Lets us study the following topic sentence.

We saw many birds and animals in the zoo.

Can you think of what you would see in the zoo? Below are seven ideas, but you can add some more of your own if you wish.



Exercise 3: Write a paragraph using the topic sentence given above. Use your own ideas too.

Exercise 4: When you have written your paragraph draw a picture of the zoo.

Exercise 1: Vocabulary: Make as many words as you can with the word:

farmyard

Exercise 2: Dictionary skills: Put the words in alphabetical order.

Exercise 3: Writing: Use as many of these words in sentences as you can.

Exercise 4: Fill the tortoise with 'doing' words.



Exercise 5: Look at each picture and write three sentences about Tillu.



Teacher's note: Pronounce 'Tortoise' as tar-tus

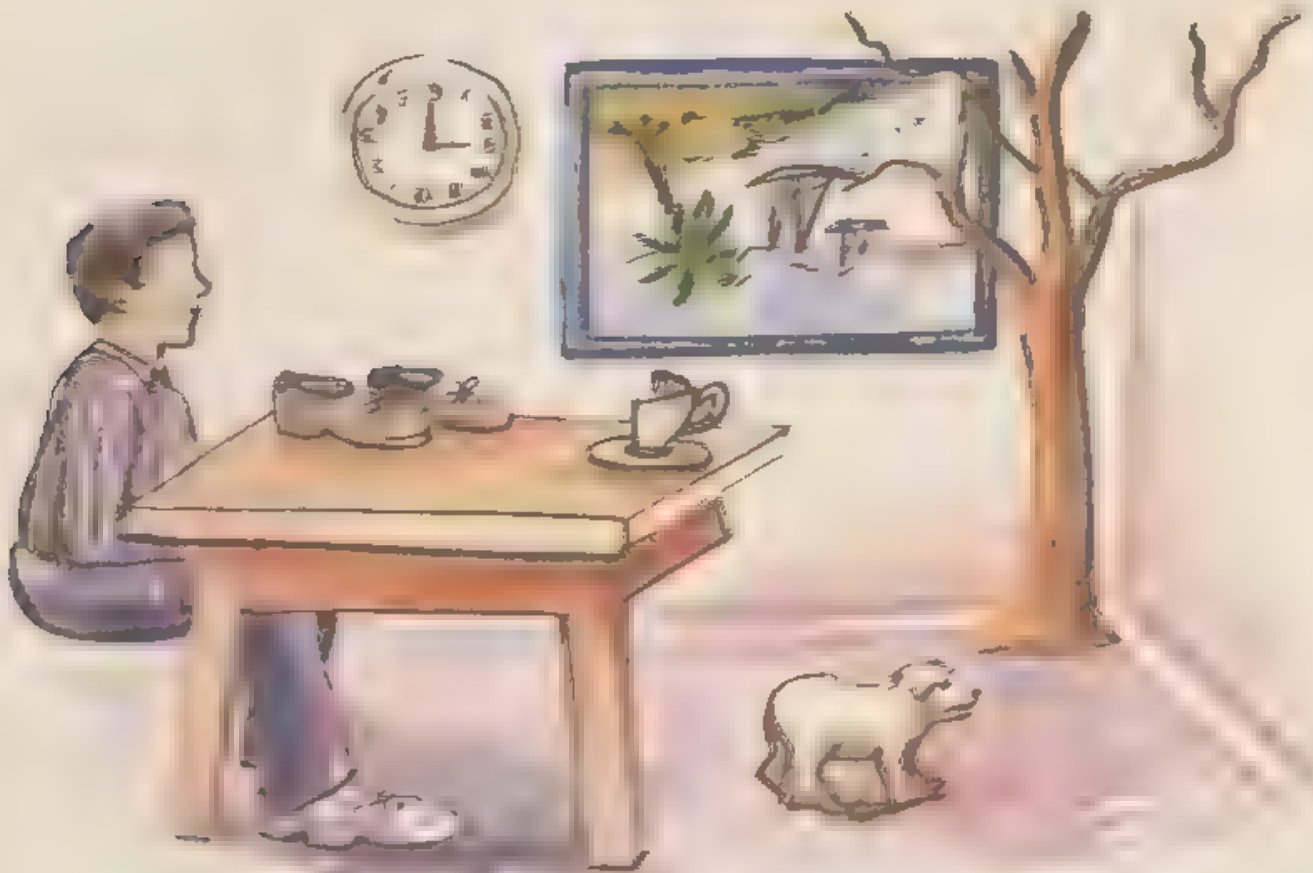
I love all shining things: the lovely moon,
The silver stars at night, gold sun at noon,
A glowing rainbow in a stormy sky,
Or bright clouds hurrying when the wind goes by.
I love the shiny buttons on my coat.
I love the bright beads around my mother's throat.
The beauty of all shining things is your and mine.
It was a lovely thought of God to make things shine



4.6 What's wrong?

Fun

Can you find at least five things that are wrong in this picture?
Cross out the things that are wrong.



Tongue twister

Fuzzy wuzzy was a bear
Fuzzy wuzzy had no hair
Fuzzy wuzzy wasn't fuzzy
Was he?



See Teacher's note in Unit 1 6 page 24



Zahid: Let's go out to play.

Mamoona: No, I want to do my English homework first.

Zahid: I'll do mine, too. Where's Ghazala?

Mamoona: She is also doing her homework.

Zahid: Okay. We'll do our homework first. When we have finished, we'll go and play.

Mamoona: Okay, fine.

English is a very important subject. It is used in many different ways. It is used in business, in science, in art, and in many other fields. It is a language that is spoken by millions of people around the world. It is a language that is constantly changing and evolving. It is a language that is full of life and energy. It is a language that is worth learning and studying.

5.2 Up, Up and Away Reading comprehension



One fine day, Saleem and his sister Shaista were sitting by the canal. They looked up into the blue sky. Lots of birds were soaring in the sky. Some were flying in a flock together. Others were flying alone.

5

'Oh, I wish we could fly like the birds. It would be wonderful to see our village from the sky. We could look down into the yards and fields and see what our friends were doing', said Shaista.

We could see the roads and canals from above and even see the buses on their way to Peshawar, ' said Saleem, but we never will

10 be able to fly.'

'Why not? said Shaista. 'Let's find our friends and make a flying machine.'

So they called all their friends in the village. 'Let's try and make a huge balloon' they said.

5.2 Up, Up and Away Reading comprehension

15 'How big will the balloon be?' their friends asked.

'Very, very big, 'said Shaista.

'What shall we need for it?

16 'First we will gather lots of plastic bags and plastic sheets that other people have thrown away. Then we'll cut big shapes like giant mango leaves and stick them all together with glue, 'said Saleem.



So they gathered the plastic bags and sheets and cut them into the special shapes.

20 Then they stuck them all together. Oh, what a huge balloon they made! It really was the biggest balloon ever made in NWFP.

'Then the children went to their mother. 'Can we please have your big vegetable basket?

'Sure' She said, Here you are .

25 They tied the basket to the balloon. Then they lit a fire which filled the balloon with hot air. Slowly the balloon grew huge and round and gently it lifted up the basket in which Saleem and Shaista were sitting.

5.2 Up, Up and Away Reading comprehension

Up and up it rose. Saleem and Shaista could see the village, the fields, the mosque and the railway. They could even see as far as the giant river Indus.

Just then a crow flew by and his sharp beak made a hole in the balloon. Saleem, Shaista, balloon, basket and all started falling down to the ground. Down and down they fell until luckily they landed on a large pile of hay and the balloon collapsed around them. All their friends came running, hoping for a ride, but the balloon could not be mended as they had used all the plastic bags in the village. So Saleem and Shaista were the only children in that village who ever flew with the birds.



5.2 Up, Up and Away

Exercises

Exercise 1: Read the text and then put these sentences in order to make a paragraph. Begin with:

Example: One fine day Shaista and Saleem were sitting by the canal.

Shaista wished she could fly like the birds.

They tied the basket to the balloon.

So they called all their friends to help them.

They lit a fire which filled the balloon with hot air.

They started falling down and until they landed on a large pile of hay.

So Saleem and Shaista were the only children in that village who ever flew with the birds.

Shaista said, 'Let's find our friends and make a flying machine.'

The balloon grew huge and round and gently it lifted up the basket.

They cut the plastic bags into the special shapes.

First we will gather lots of plastic bags and plastic sheets.

Can we please have your big vegetable basket?

Just then a crow flew by and his sharp beak made a hole in the balloon.

Exercise 2: Read the text and copy out all the words after which the word 'the' has been used.

Example: the canal



5.2 Up, Up and Away

Exercises

Exercise 3: Read the text and circle the words with the correct meaning.

Example: huge	a) <u>very large</u>	b) round	c) heavy
beak	a) bird's mouth	b) bird's face	c) bird's foot
soaring	a) flying	b) rising high	c) shining
mend	a) repair	b) join	c) re-start
stuck	a) unable to move	b) broken	c) planted
enormous	a) very large	b) empty	c) having energy
giant	a) small	b) very big	c) very hard
collapsed	a) folded	b) broke	c) burst

Exercise 4: What do the following refer to in the text?

Example: In line 1, **his** refers to **Saleem**.

- | | |
|--------------------------------------|--|
| 1. In line 2, They refers to | 7. In line, 27, It refers to |
| 2. In line 5, we refers to | 8. In line 29, it refers to |
| 3. In line 18, them refers to | 9. In line, 30, they refers to |
| 4. In line 20, they refers to | 10. In line 34, they refers to |
| 5. In line 22, we refers to | 11. In line 37, their refers to |
| 6. In line 25, they refers to | 12. In line 48, who refers to |

Teacher's note: The answers are given on inside back cover

5.3 Going to Swat Valley

Future tense

Jibran: What will you do in the holidays?

Shahid: I'll go to Swat with my brother for a few days.

Jibran: That sounds fun! How will you go there?

Shahid: We'll take a bus on Thursday morning from Peshawar. We'll arrive at the Mingora bus stop in the afternoon.

Jibran: And then?

Shahid: We'll take a taxi to Butkada in Saidu Sharif.

Jibran: Will you hire a guide?

Shahid: No, no! My uncle Makeen Khan will meet us at the museum where he works as a Director. He lives near Butkada and he will tell us its history himself.

Jibran: You will really have a good time. So, goodbye! Enjoy yourself.

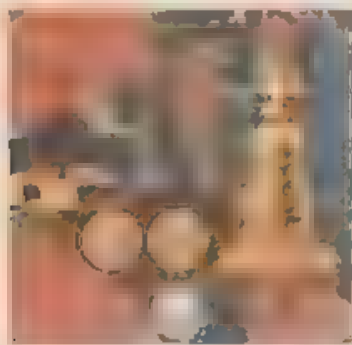


5.3 Going to Swat Valley

Exercises

Exercise 1: In Saidu Sharif Jibran and Shahid will visit the museum. Write five sentences about what they will see there.

Example: They will see some old coins.



Exercise 2: Imagine that you are a railway clerk. People ask you about different trains and stations. What will you say to them? Look at the timetable below and give the correct information.

Example:

Passenger: When will the Chenab Express leave Peshawar for Karachi?

Railway Clerk: The Chenab Express will leave Peshawar at 8.25 p.m.

TRAIN	DEPARTURE		ARRIVAL	
	TIME	PLACE	TIME	PLACE
Chenab Express	8.25 p.m.	Peshawar	11.00 a.m.	Karachi
Khyber Mail	9.25 p.m.	Peshawar	3.45 p.m.	Multan
Khushal Express	6.55 p.m.	Peshawar	8.20 a.m.	Kot Addo
Abasin Express	6.00 a.m.	Peshawar	10.35 a.m.	Quetta

5.3 A Village Fair

Exercise

There will be a fair in the village on Friday. The children of class 5 will go to the fair. They will do different things at the fair. In the picture below the children have written on their balloons what they will do.

Exercise 3: Link each child with his or her balloon and write down what each child will do at the fair. The empty balloon is for you. Fill in what you will do at the fair. Draw a picture of yourself in the circle and write your name at the end of the circle

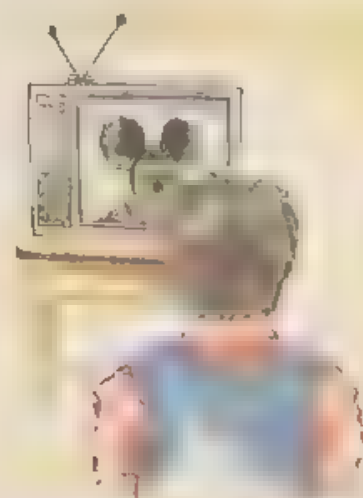


Exercise 4: Write a few sentences about what you will do when you grow up.

Exercise 5: Rewrite the following sentences in the correct order.

Example: Will dentist grow a I up be I when
I will be a dentist when I grow up.

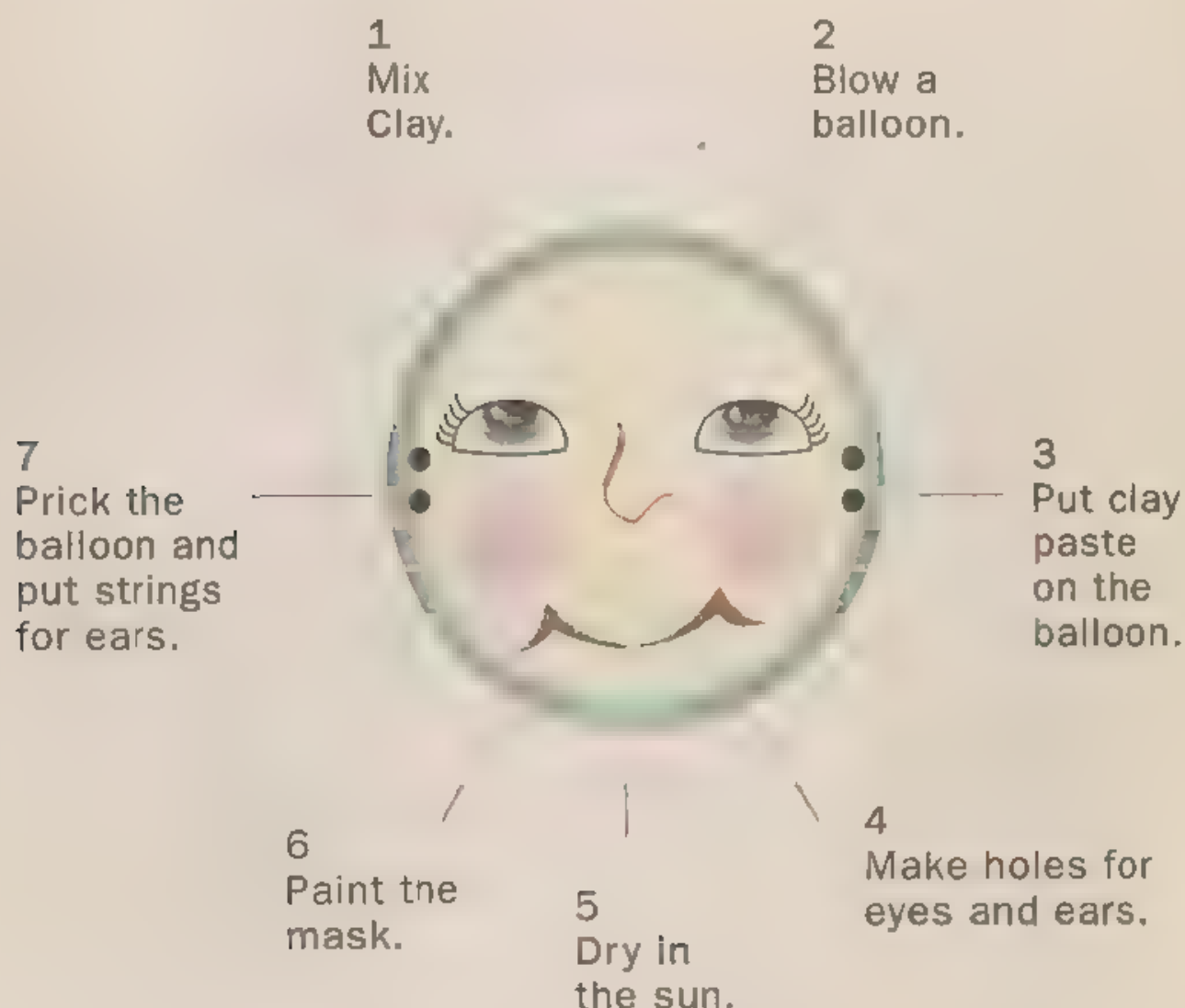
1. to the I Lahore will holidays in go
2. will my new tomorrow shoes mother me buy for
3. a will Friday football next they match play
4. he television will in evening watch the
5. class wil year to next go 6 we



5.4 Making a Mask

Creative writting

Exercise 1: Write down your ideas on how to make a clay mask. You can get help from the drawing below.



Exercise 2: Now use your ideas to write a paragraph on making a mask. Use words such as first, next, then, finally, to show the different steps in making the mask.

5.4 I Wish I were a Cuckoo bird

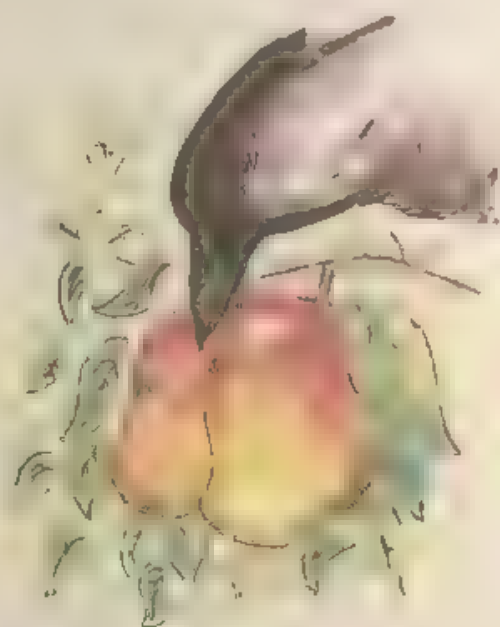
Poem

I wish I were a cuckoo bird
Flying up and up
In the cool blue sky.



Flying up and up
Under the shining sun
Looking at the pretty flowers.

Singing like the cuckoo bird
Coo coo coo
And pecking sweet mangoes.



What do you wish to be? Write about it. Imagine things you would do if your wish came true.

5.5 Kangaroo words

Fun

Exercise 1: Vocabulary: Make as many words as you can with the word:

hospital

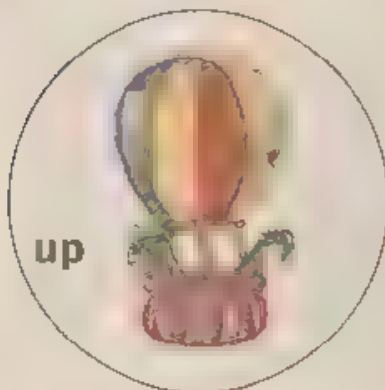
Exercise 2: Dictionary Skills: Put the words so made in alphabetical order.

Exercise 3: Writing: Use as many of these words as you can in sentences.

Exercise 4: Fill the truck with names of animals.



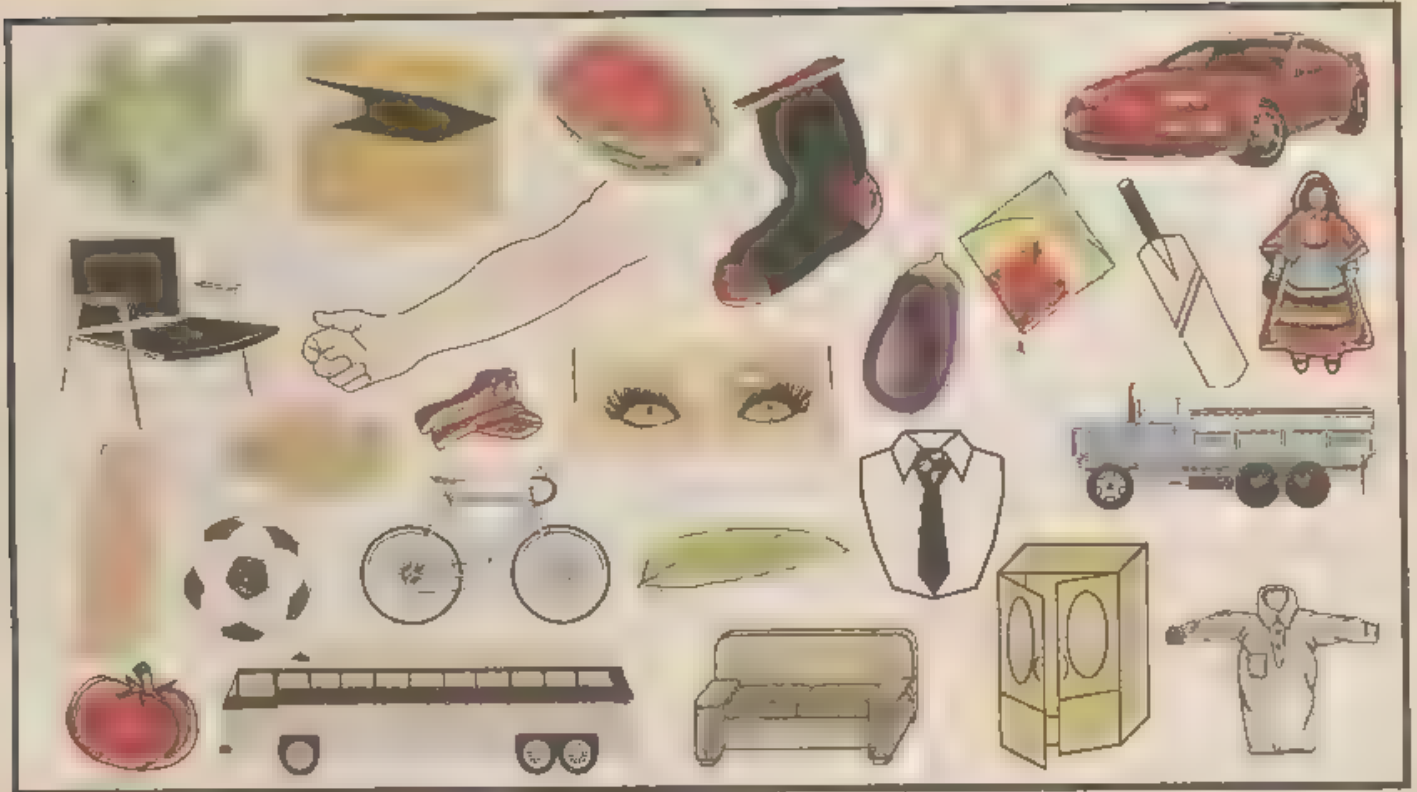
Exercise 5: Look at the pictures and write one sentence about each one of them.



Teacher's note. See Unit 1.5 page 19

5.5 . Naming things

Fun



Exercise 1: Name all the things in the above box.

Exercise 2: Now list them separately under the following headings:

Vegetables

(continued)

Clothes

Furniture

Parts of body

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Transport

[illegible]

Toys

I saw the moon
One windy night
Flying so fast
All silvery and white
Over the sky
Like a toy balloon
Loose from its string:
A runaway moon.



The frosty stars went racing past
Chasing her on ever so fast
Then someone said
Its the clouds that fly,
And the stars and moon
Stand still in the sky.'
But I don't mind, I saw the moon
Sailing away like a toy balloon.

5.6 What does it say?

Fun

This is a code:

Y N < S M R F
E T U A > O X

To find the letters, match them with the shapes around them.

Example

O N E M O R E

What does this say?

□ □ □ < □ □ □
□ □ □ □ □ □ □
< □ □ □ □ □ □
□ □ □ □ □ □ > □ □

See answer on the inside back cover.

ANSWERS

Unit 1

1.2. Exercise:5

1.3. Exercise:5

1. Aspa (2) Memna (3) Mano (4) Moti (5) Gurg.

1. Boy is chasing the cow. 2. A boy is climbing the tree.
3. The women are sitting under the tree. 4. The farmer is reaping the crop.
5. The birds are flying in the sky.

1.6. Irregular Verbs: Go(went), Come(came), Feel(felt), Hide (hid), Keep(kept), Run(ran),
Bite(bit), Give(gave), Fall(fell), Drink(drank), See(saw), Sit(sat).

Unit 2

2.2. Exercise:5

(1) Aunt Sakina (2) Afzal (3) Zeenat (4) Afzal (5) Kila (6) Afzal,
Sakina & Zeenat (7) Uncle Jamal.

2.3. Exercise:5

(1) Asma was cutting potatoes, onions and tomatoes.
(2) Mother was washing some plates, spoons and cups.
(3) Rani was playing with a doll.
(4) Masood was putting erasers, pencils and books in his bag.
(5) Yasmin was eating biscuits, toffees and bananas.

Unit 3

3.2. Exercise:3

(1) Zohra (2) Sun (3) Zohra (4) Headmaster (5) Headmaster
(6) Villagers (7) Villagers (8) Zohra and Mateen (9) Zohra (10) Zohra.

3.3. Exercise:5

(1) What is the little girl eating? (2) Where is your mother going?
(3) Why are you reading this book? (4) When are you coming to my house?
(5) Why is your brother crying?

3.4. Topic sentence: 1a, 2b, 3a, 4b, 5b.

3.5. Exercise:2

Pencil-box, Key-lock, Ink-pot, Spoon-fork, door-handle, bird-nest,
candle-stand, shoe-lace, table-chair, cup-saucer.

Unit 4

4.2. Exercise:3

(1) Saifullah (2) Peacocks (3) Fields (4) Taoos (5) Taoos (6) Peahen (7) Saifullah
(8) Taoos (9) Taoos (10) Saifullah (11) farmer (12) Saifullah

Unit 5

5.2. Exercise:4

(1) Saleem and Shaista (2) Saleem and Shaista (3) Plastic Sheets. (4) Shaista, Saleem
and Friends (5) Saleem and Shaista (6) Saleem Shaista. (7) Balloon (8) Balloon
(9) Saleem Shaista (10) Saleem Shaista (11) Saleem and Shaista (12) Saleem and Shaista.

5.3. Exercise:5

(1) I will go to Lahore in the holidays. (2) My mother will buy new shoes for me tomorrow.
(3) Next Friday they will play a football match. (4) In the evening he will watch television.
(5) Next year we will go to class 6.

5.5. Exercise:2

Vegetable	Clothes	Furniture	Parts of the body	Transport	Toys
Brinjal	Socks	Box	Eyes	Bicycle	Ball
Cabbage	Cap	Chair	Ear	Bus	Ball
Tomato	Necktie	Desk	Foot	Truck	Kite
Potato	Shirt	Sofa	Arm	Car	Doll
Pea		Cupboard			
Watermelon					

List of irregular verbs used in the book

Present	Past
Become	Became
Buy	Bought
Cry	Cried
Eat	Ate
Fall	Fell
Find	Found
Fly	Flew
Forget	Forgot
Get	Got
Grow	Grew

Present	Past
Have	Had
Hear	Heard
Learn	Learned
Leave	Left
Light	Lit
Make	Made
Rise	Rose
Say	Said
Shoot	Shot
Sleep	Slept

Present	Past
Spoil	Spoilt
Stand	Stood
Stick	Stuck
Take	Took
Tell	Told
Think	Tought
Try	Tried
Wake	Woke

قومی ترانہ

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تو نشانِ عزمِ عالی شان ارضِ پاکِستان
مرکزِ یقین شاد باد
پاک سرزمین کا نظام قوتِ اخوتِ عوام
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